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PREVENTING CRIMES COMMITTED BY MINORS IN THE USA

A 'juvenile' refers to an individual who is legally able to commit a criminal offence owing to being over the minimum age of criminal responsibility, but who is under the age of criminal majority, when a person is legally considered an adult. The minimum age of criminal responsibility varies internationally between 6 and 18 years, but the age of criminal majority is usually 18 years [2].

In some cases individuals older than 18 years may be heard in a juvenile court, and therefore will still be considered juveniles; indeed, the United Nations (UN) defines 'youth' as between 15 and 24 years of age. The term 'child delinquents' has been used in reference to children below the age of 13 who have committed a delinquent.

Research over the past few decades on normal child development and on development of delinquent behaviour has shown that individual, social, and community conditions as well as their interactions influence behaviour. There is general agreement that behaviour, including antisocial and delinquent behaviour, is the result of a complex interplay of individual biological and genetic factors and environmental factors, starting during fetal development and continuing throughout life. Clearly, genes affect biological development, but there is no biological development without environmental input. Thus, both biology and environment influence behaviour.

Many children reach adulthood without involvement in serious delinquent behaviour, even in the face of multiple risks. Although risk factors may help identify which children are most in need of preventive interventions, they cannot identify which particular children will become serious or chronic offenders. Furthermore, any individual factor contributes only a small part to the increase in risk. It is, however, widely recognized that the more risk factors a child or adolescent experiences, the higher their risk for delinquent behaviour.

Approximately 8 million children, ages 5 to 14, spend time without adult supervision on a daily basis. Sixty percent of 6th to 12th grade students spend at least 2 hours at home every day without an adult. Parents are at work, and youth are left to their own devices after the school bell rings. Research shows that during after-school hours, not only do crime

rates triple, but many unsupervised youngsters experiment with tobacco, alcohol, drugs [1].

Juvenile Crime Facts from the Office of Juvenile Justice and Delinquency Prevention [1]:

1. Juvenile courts in the United States handle nearly 1.4 million delinquency cases that involve children under the age of 18, charged with criminal law violations. The United States locks up a larger share of our youth population than any other developed country.

2. Juveniles, younger than age 16 at the time of referral to court, accounted for 52% of all delinquency cases handled. Their crimes are broken down as: 59% person offense cases, 53% property offense cases, 49% public order offense cases, and 41% drug law violation cases.

3. Females represent a relatively small proportion (less than one-third) of the overall delinquency caseload.

4. Sixty-four percent of delinquency cases handled involve white youth and 33% involve black youth, even though, of the U.S. juvenile population, whites account for 76% and blacks only 16%. White youth accounted for a larger proportion of drug offense cases (76%) than they did for any of the other general offense categories, while black youth accounted for a larger proportion of person offense cases (40%).

5. 60 percent of boys who have been classified as bullies ages 12 to 15 have at least one criminal conviction by the time they reach age 24.

While many past approaches to fighting juvenile crime focused on remediating disruptive behavior, research has shown that prevention and early intervention are much more effective.

In general, the Office of Juvenile Justice and Delinquency Prevention recommends that the following types of prevention programs be implemented [3]:

1. Afterschool recreation programs that fill unsupervised after-school hours and allow positive interaction among peers.

2. Behavior management programs that provide valuable information, such as teaching parents how to raise healthy children or teaching children about the effects of drugs, gangs and other risky behaviors.

3. Conflict resolution and violence prevention curriculums that provide youth with the awareness that their actions have consequences.

4. Bullying prevention programs at schools that create safer environments for students.

5. Mentoring programs.

6. Community service that provides youth with: an awareness of the needs of others; a sense of purpose by giving them the chance to make a difference; and a pride and connection to their larger environment.

Список використаних джерел

1. Fighting Juvenile Crime: The Facts and What We Can Do To Change It. URL: <https://middleearthnj.wordpress.com/2015/01/19/fighting-juvenile-crime-the-facts-and-what-we-can-do-to-change-it>.

2. Juvenile delinquency, welfare, justice and therapeutic interventions: a global perspective. URL: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5288089>.

3. Preventing Juvenile Crime. URL: <https://www.nap.edu/read/9747/chapter/6>.

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POLICE COMBATING DOMESTIC VIOLENCE IN THE USA

Objective: To research domestic violence as a crime.

The object was achieved by solving the *following tasks*:

1. Analysis of domestic violence.
2. Police fight with domestic violence.
3. Statistics.

Domestic violence, is violence or ill-treatment of one person towards another, committed at home - for example, in marriage or cohabitation [1].

Under U.S. law, there are seven main factors that qualify violent behavior by an intimate partner.

1. Forms of coercion:

a) Attempts to forcibly coerce the spouse from the place of cohabitation.

b) Attempts to force the spouse to commit suicide.

c) Depriving the spouse of the means to provide material existence.

d) Attempts to compel the spouse to refuse to give evidence to her or other authorities.

2. Forms of threats and intimidation:

a) Words or actions whose meaning implies physical violence.

b) Threats involving weapons or deterrents.

c) Destruction or damage of property belonging to the spouse.

3. Forms of emotional and psychological pressure:

a) Frequent use of words or expressions degrading the spouse' reactions of guilt, resentment, and depression.